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ABSTRACT

In this study, results of a survey of teachers and principals in the San Francisco public schools are reported. Characteristics of experienced teachers and their attitudes towards the racial composition of classrooms are described. The results of 18 group interviews with experienced teachers, district principals, and community and compensatory teachers concerning measures and policies for improving schools' educational offerings while racial compositions are changing are analyzed. Findings include the following: (1) when teachers are grouped according to the racial composition of their schools, more elementary school teachers in white and Oriental schools preferred their assignments than did teachers in Negro schools or in schools which had changed from white to mixed or minority in the past five years; (2) only 17% of experienced San Francisco teachers favored busing, and 51% would keep neighborhood schools regardless of racial imbalance; (3) groups interviewed believed that compensatory education should be expanded and that specialized staff should be increased; (4) interviewees suggested that curriculum be revised to meet the needs of minority group children who have special problems and that guidance programs be expanded; (5) overall it was felt that the community should be involved in improving racial balance. Thirty-seven tables substantiate the findings. (Author/WI)

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STANFORD RESEARCH INSTITUTE
Menlo Park, California

May 15, 1967

Research Memorandum No. 5

ADAPTING TO CHANGING RACIAL AND ETHNIC COMPOSITION: A SURVEY OF SAN FRANCISCO TEACHERS AND PRINCIPALS

Prepared for:

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

In September 1966, the San Francisco Unified School District contracted with Stanford Research Institute to study alternative means by which racial imbalance in San Francisco's public schools might be diminished. The following Research Memorandum is one of a series in which the Institute is presenting its findings.

The overall objectives of the study provide that the Institute develop and evaluate several alternative patterns of pupil attendance that, if adopted, will result in the racial composition of individual schools more nearly reflecting the districtwide racial distribution. The Institute also will evaluate the cost-effectiveness of the alternatives.

This memorandum presents the results of a two-part survey of samples of teachers and principals in San Francisco's public schools. The purposes of the survey were:

1. To describe characteristics of experienced teachers and their attitudes toward racial composition of classrooms.

2. To draw on the professional experience of teachers and staff in suggesting measures and policies for improving educational offerings while the schools' racial compositions are changing.

The first part of this memorandum reports on the survey of experienced teachers, which was designed to determine the relationship between teacher preferences for their schools as related to the racial and ethnic composition of the schools. The results of the survey illuminate important policy considerations for the district in selecting teachers for racially balanced schools. Time and budgetary constraints permitted only a preliminary analysis of the survey data. The raw data on IBM cards and magnetic tape are available at the SRI Computation Center.

The second part of the report presents the results of 18 group interviews with a sample of the experienced teachers, a sample of district principals, and a sample of community and compensatory teachers.

The authors of this memorandum are Judith B. Spellman, Gertrude D. Peterson, and Ann H. Rosenthal. Prof. Norman J. Boyan of the Stanford

University School of Education served as consultant in the design and conduct of the survey. The Institute staff members who participated in conducting the group interviews were: Hazel Ellis, Robert A. Harker, and William J. Platt. Appreciation is expressed for the professional counsel of Philip H. Sorensen, senior psychologist.

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SUMMARY

The survey of experienced teachers demonstrated statistically the relationship between the racial composition of schools and the teacher preferences for the schools to which they were assigned. When teachers were grouped according to the racial composition of their schools, more elementary level teachers in white and Oriental schools preferred their assignments than did teachers in Negro schools. Similarly, in racially mixed schools and in schools that have changed from white to mixed or from mixed to minority over the last five years, fewer teachers preferred their assignments than did teachers in white and Oriental schools.

Teacher preferences were compared with other teacher characteristics, such as age, sex, race, and salary level, resulting in a profile of experienced teachers in schools of various racial compositions. Teacher attitudes on policy questions were also surveyed. Table 1 presents the highlights.

Only 17 percent of experienced San Francisco teachers favored busing to relieve racial imbalance. And 51 percent would keep neighborhood schools regardless of racial imbalance. These attitudes reflect obstacles to be overcome within the staff if racial balance is to be improved.

The second part of the study entailed 18 group interviews with experienced teachers, compensatory teachers, and principals. Interviews were designed to outline for the Board of Education the views of the staff on educational measures that should accompany changes in racial and ethnic composition. These staff members contributed many constructive suggestions for improving the quality of educational offerings under conditions of changing racial composition. Specifically, they believed that compensatory education should be expanded and that specialized staff such as community teachers should be increased. They recommended revision of the curriculum to meet the needs of minority group children who have special problems, such as in developing language and reading skills, and that the guidance program be extended to meet the needs of all students, not just the college preparatory group. There were suggestions for school reorganization and some support for grade reorganization in a 3-3-3-3 or 4-4-4 arrangement.

Table 1

HIGHLIGHTS OF SURVEY OF EXPERIENCED TEACHERS, SFUSD
(Percent)

	District Average	Type of School*					
		Oriental	White	White-Mixed	Mixed	Mixed-Minority	Negro
Preferring present assignment	63%	83%	67%	64%	57%	60%	40%
Receiving more than $10,000	72	74	80	70	63	61	63
Minority teachers	16	22	4	9	16	23	23
Favoring neighborhood school regardless of imbalance	51	66	55	51	47	43	32
Favoring busing to relieve imbalance	17	8	14	15	18	20	32

* Oriental - Schools with 66% or more Oriental students in both 1960 and 1966.
White - Schools with 66% or more white students in both 1960 and 1966.
White-mixed - 66% or more white in 1960 and 33-65% white in 1966.
Mixed - 33-65% white in both 1960 and 1966.
Mixed-minority - 33-65% white in 1960 and 66% or more minority in 1966.
Negro - Schools with 66% or more Negro students in both 1960 and 1966.

Teachers and principals stressed the great need for small class sizes and for flexible student-teacher ratios. It is easier to teach a larger number of students in high ability classes than it is in low or mixed ability classes, they said.

In advising the Board on teacher and administrator recruitment and personnel policies, the teaching staff suggested that, since few colleges and universities prepare teachers for the reality of working in racially mixed schools, the school district itself should develop stronger and more practical in-service training. It recommended that the district administration actively recruit teachers from colleges that train teachers to work in integrated schools and that it seek unprejudiced and minority race teachers who want to teach integrated classes.

Overall, teachers and principals recommended that the district take leadership to improve racial balance by involving parents, school staff, and the community in all phases of preparation and implementation.

INTRODUCTION

The objectives of the survey of experienced teachers and the group interviews with teachers and principals were:

1. To describe the characteristics of experienced teachers and their attitudes toward racial and ethnic composition of their schools.

2. To distinguish between experienced teachers who prefer to teach in their present school and those who do not prefer to teach in their present school, as their preferences relate to the racial and ethnic composition of the school.

3. To draw on the professional knowledge of experienced teachers and principals in identifying and evaluating measures that would improve the quality of educational offerings and in developing improved personnel policies for professional staff in racially balanced schools.

Survey of Experienced Teachers

The population studied included all experienced teachers in the district. Experienced teachers were arbitrarily defined as teachers who were teaching within the district for five out of the seven years between 1959 and 1966. SRI staff selected the respondents from district personnel records. Roving teachers, long term substitutes, and teachers who transferred into administrative or supervisory positions were not included.

Experienced teachers were selected to match their experience over time with changes in racial and ethnic composition of their school. The teachers' responses on their stated preferences for their school and their stated preferences for the type of school in which they would choose to work made it possible to generalize about the type of teacher who prefers to teach in racially balanced schools--assuming that all other factors are equal.

Preferences were determined by item No. 31 in the questionnaire: "If you could choose, would you be a faculty member in some other school rather than this one?"

Those who answered "no" were presumed to prefer the type of school to which they were presently assigned and were labeled "prefer" in analytic tables. Those who answered "yes" or "maybe" were presumed to prefer a different type of school than that to which they were currently assigned and were labeled "not prefer."

Classification of Schools

District schools were classified by racial and ethnic composition in 1960 and 1966. Racial and ethnic estimates from the district were used to develop categories; the district staff provided unofficial estimates for 1960. All regular schools were included; adult schools, child care centers, continuation schools, and trade schools were omitted.

The following definitions were used to categorize schools on each divisional level. Schools that did not fit a specific category were omitted from the analysis (for a list of schools in each category see Appendix A-2).

White--Schools with 66 percent or more white students in both 1960 and 1966.

Negro--Schools with 66 percent or more Negro students in both 1960 and 1966.

Oriental--Schools with 66 percent or more Oriental students in both 1960 and 1966.

Mixed--33-65 percent white in both 1960 and 1966.

White-mixed--66 percent or more white in 1960 and 33-65 percent white in 1966.

Mixed-minority--33-65 percent white in 1960 and 66 percent or more minority in 1966.

Survey Instrument

The teacher questionnaire used in the U.S. Office of Education's survey of equality of educational opportunity was the basis for the survey instrument.* (See Appendix A-5.) The advantages of this procedure

* Coleman, James S., Equality of Educational Opportunity, Office of Education, U.S. Department of Health, Education, and Welfare, 1966.

were twofold: First, items in the USOE study had already been pretested and refined, which allowed bypassing this step; second, it was hoped that some useful comparisons with regional or national data could be made. (See Appendix B.)

The questionnaire was administered to most of the teachers by individual school personnel on February 14, 1967. The instructions to teachers and principals are in Appendixes A-3 and A-4.

A breakdown of the number of questionnaires sent out, the number of usable replies, and so forth, follows. The response rate at the elementary level was very high (94 percent) followed by the junior high (88 percent) and senior high (72 percent) divisions.

		Elementary	Junior	Senior
a.	Questionnaires sent out	1,027	622	465
b.	Incomplete or otherwise not usable	138	89	65
	Not at this school	62	27	8
	On leave	27	12	11
	Absent	35	7	24
	Received too late to be included	2	2	--
	Ineligible (not in system long enough)	--	25	18
	Incomplete	9	8	4
	Failed to report	--	8	--
	Retired	3	--	--
c.	Total number "reached" (a - b)	889	533	400
d.	Total number completed and returned to SRI	840	476	287
e.	Response rate (d ÷ c) (percent)	94%	88%	72%
f.	Rejected for purposes of analysis	62	4	6
	School category not coded	53	--	--
	No response on "prefer" question and school category question	9	4	6
g.	Total number used for analytical tables (d - f)	778	472	281
h.	Percent retained for analysis (g ÷ d)	93%	99%	98%

Analysis of the Data

The survey data were tabulated by school categories, rather than by individual schools. Within each school category teachers were divided into those who prefer to be in their present school and those who do not prefer to be in their present school. The data are analyzed by comparisons within and between school categories of prefers and not prefers, elementary, junior high, and senior high teachers, and, in some cases, by totals in the school racial and ethnic categories. Some comparisons were also made with the U.S. Office of Education's survey.* These comparisons appear in Appendix B.

Group Interviews with Teachers and Principals

The group interviews produced guidelines for continuing educational advance while racial composition of schools is changing. Selected teachers and principals were interviewed to draw on their professional knowledge and experience (1) in identifying and evaluating specific steps the district would need to take to maintain and enhance the quality of educational offerings, and (2) in defining personal characteristics and professional qualifications desirable in those recruited to work in racially balanced schools.

One hundred seventy-six teachers, principals, and compensatory teachers, randomly selected from elementary and secondary schools, participated in the group interviews. The participation rate for all invitees was 78 percent.

Teachers

One hundred fifty-three teachers were selected randomly from the approximately 2,000 teachers who completed the questionnaire. There were six groups of elementary teachers and three groups each of junior and senior high school teachers. The tabulation summarizes teacher participation rates for the three levels.

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* Coleman, James S., op. cit.

Teachers	Number Invited	Number Participating	Participation Rate (%)	Number of Schools Represented	Total Number of Schools
Elementary	73	60	82%	51	98
Junior high	40	29	73	14	15
Senior high	40	19	48	8	8
Total	153	108	71	73	121

The higher participation rate for elementary school teachers may be accounted for in part by the fact that their interviews were scheduled during school hours. Only part of the junior and senior high teacher interviews were held during regular school time.

Principals

There were two groups of elementary school principals and one group each of junior and senior high school principals. Twenty-six of the 28 invited elementary school principals actually participated, or a representation of 26 out of the total of 98 elementary schools in the city. At the junior high school level, 11 principals were invited. All participated; one principal, who was not randomly selected, joined the group. Twelve of the 15 junior high schools were represented. Since there are only eight principals in the senior high division, all were invited; seven participated.

Compensatory Teachers

On the elementary level, 12 of the 14 invited compensatory teachers actually participated, and, on the secondary level, 12 of the 13 invited teachers participated.

Participants were first grouped by elementary, secondary, and compensatory divisions. Within division level, small groups of about 12 participants each were formed. Interview groups for elementary and junior high school teachers were established on a geographic basis to minimize travel time.

At the senior high school level there were six or seven invitees from each of the eight schools. To minimize the number of teachers away from school at any one time, the three senior high school groups were

formed by choosing, in alphabetical order, two or three invitees from each school to participate in each session.

Content of the Interviews

Two SRI staff members directed each interview session. In some cases, a third staff member aided in recording the discussion. The interview sessions, 1-1/2 hours each, consisted of an introductory statement, followed by discussion of three broad questions, described below. The participants were briefed on the scope of SRI's overall study, the purpose of the interviews, the method used in selecting the participants, and the professional contribution they were expected to make to the district by taking part in the interview.

The discussion period was loosely structured to achieve maximum benefit of the participants' advice within the time available. The questions were presented in simplified form. The subjects mentioned during discussion of the first question were used as probes in the discussion of the second question. The interviewers asked, "Why do you say that?" throughout the discussions.

The Questions

1. What consequences and problems have occurred, or do you foresee occurring, in the individual classroom and in the school as a result of changes in racial and ethnic composition?

2. If you were asked to serve as an educational consultant for a school that was experiencing change in racial composition, what recommendations would you make to alleviate situations that interfere with quality education, and what would you recommend to assure continuing improvement of educational offerings?

3. What personal characteristics and professional preparation do you think should be sought in the people recruited to work in schools with changing racial and ethnic composition; what types of in-service training should be provided for teachers already employed?

In general, the participants were candid. Almost all contributed to the discussion, although their comments did not always relate to the questions asked. Most participants seemed to appreciate the opportunity for discussion. Many suggested that the district establish similar forums on a regular basis.

Analysis of Interview Results

From detailed notes recorded during each session, the interview data were grouped by divisional level and coded by subject area. The results are presented according to subject areas. Variability in areas of emphasis between the major categories of participants (teachers from elementary, junior high, and senior high levels; principals from three levels; and compensatory teachers from the elementary and secondary levels) is discussed in the report, although the data were not tabulated separately for these groups.

In presenting paraphrased quotations, the study staff made every effort to retain the respondent's idea and as much of his syntax as possible.

ANALYSIS OF TEACHER QUESTIONNAIRE

This analysis of the questionnaire focuses first on teachers' preference for present assignment and their expressions of commitment to the profession insofar as they relate to school and teacher characteristics. These expressions of preference and commitment can be taken as proxy measurements of teacher satisfaction. The assumption is thus made that the fewer the teachers who prefer their present assignments, the greater the potential conflict in the educational setting and the less likelihood for educational effectiveness. Similarly, the greater the number of teachers who would elect to enter the profession again if they were to start all over, the greater the likelihood for enhancing educational practices.

An attempt has been made to relate these variables to situations directly relevant to problems of maintaining racial balance in public schools. The goal of this research has been to discover the teacher characteristics that would be useful to administrators in making wise decisions as to recruitment, selection, and assignment of personnel. Thus, data are presented here that could provide a basis for deciding the kinds of potential teachers that would be most likely to prefer certain kinds of assignments. No attempt has been made to draw policy conclusions per se; rather data are presented that would, hopefully, provide a first step in deriving policy implications.

Teacher attitudes on educational practices that relate to improving racial balance in the schools have been compared with various school characteristics. The analysis could prove useful in choosing alternatives for achieving legal and moral integration. Again, no conclusions are drawn, but facts are presented that provide clues as to how teachers might view any proposed changes.

Teacher Preference

When teacher responses to "If you could choose, would you be a faculty member in some school other than this one?" were tabulated by level and racial composition of the schools where they were currently assigned, it was noted that Negro schools contained the smallest proportion of teachers who prefer to stay where they are (40 percent). In fact, Negro schools were the only schools where fewer than one-half the teachers prefer to

Table 2

DISTRIBUTION OF TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT BY SCHOOL LEVEL AND CATEGORY*

School Category	Total		School Level					
			Elementary		Junior High		Senior High	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	1,531	100%	778	100%	472	100%	281	100%
Prefer	961	63	534	69	262	56	165	59
Not prefer	570	37	244	31	210	44	116	41
White	574	100	221	100	234	100	119	100
Prefer	384	67	175	79	146	62	63	53
Not prefer	190	33	46	21	88	38	56	47
Negro	138	100	94	100	44	100	n.a.	
Prefer	55	40	45	48	10	23	n.a.	
Not prefer	83	60	49	52	34	77	n.a.	
Oriental	101	100	64	100	37	100	n.a.	
Prefer	84	83	52	81	32	86	n.a.	
Not prefer	17	17	12	19	5	14	n.a.	
Mixed	243	100	96	100	74	100	73	100
Prefer	139	57	55	57	43	58	41	56
Not prefer	104	43	41	43	31	42	32	44
White-mixed	387	100	215	100	83	100	89	100
Prefer	246	64	154	72	31	37	61	69
Not prefer	141	36	61	28	52	63	28	31
Mixed-minority	88	100	88	100	n.a.†		n.a.	
Prefer	53	60	53	60	n.a.		n.a.	
Not prefer	35	40	35	40	n.a.		n.a.	

* In this and subsequent tables, percents may not always add to 100 because of errors in rounding.
† n.a. (not applicable) means that no schools fell into this category.

remain. In contrast, over three-fifths of the total teachers surveyed would prefer to stay in their present assignment.

Table 2 shows the distribution of "prefers" and "not prefers" by level of school (elementary, junior high, and senior high) and by category of school as to type of racial composition. The lowest proportion of teachers who prefer their present assignment was in Negro junior high schools (23 percent). The highest was in the Oriental schools, both elementary and junior high.

Statistical tests were performed to learn the strength of the relationship between teachers' preference and type of school as suggested in Table 2. The results appear in Table 3.

Table 3

TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT
BY TYPE OF SCHOOL

Preference	White	Negro	Oriental	Mixed	White-Mixed	Mixed-Minority	Total
Prefer (percent)	67%	40%	83%	57%	64%	60%	63%
Not prefer (percent)	33	60	17	43	36	40	37
Total	100%	100%	100%	100%	100%	100%	100%
Total number	574	138	101	243	387	88	1,531

Chi square = 56.7; $p < .001$

The differences displayed in Table 3 are statistically significant ($p < .001$). There was a strong tendency for teachers in Oriental schools to prefer their present assignment (83 percent), while more than half the teachers in Negro schools did not prefer their current school placements.

The overall relationship was also examined by school level, and the same relationship held strongly for both elementary schools and junior high schools ($p < .001$). In the senior high schools, no significant differences between school categories were evident. It must be remembered, however, that Negro, Oriental, and mixed-minority categories were not represented on the senior high level.

When preference was compared with level of school assignment, it was found that more elementary school teachers prefer their assignments than do either junior or senior high school teachers. Current assignments in junior high schools appeared to be the least popular--these schools have the fewest teachers who prefer to remain in their present assignments. Table 4 illustrates this relationship ($p < .001$).

Table 4

TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT
BY LEVEL OF SCHOOL

Preference	Elementary	Junior High	Senior High	Total
Prefer (percent)	69%	56%	59%	63%
Not prefer (percent)	31	44	41	37
Total	100%	100%	100%	100%
Total number	778	472	281	1,531

Chi square = 24.1; $p < .001$

The next task was to discover whether certain teacher characteristics could account for some of the differences noted in the types and levels of schools in which teachers prefer to teach. Therefore, preference for present teaching assignment was compared with such characteristics as teacher age, sex, race, salary, education, and experience.

Age

The median age for all experienced teachers included in the survey was 42.7 years. In the elementary schools the median age was 42.4 years; in the junior highs 42.7; and in the senior highs, 43.7 years.

On the elementary level, age was found to be related to schools categorized by racial composition. The white schools contained the largest proportion of teachers who are 45 years old or older (48 percent). Negro schools had the highest percent of teachers who were younger than 45 years old (73 percent). These differences are statistically significant ($p < .005$; see Table 5). Table 6 shows the rank of schools as to the percent of teachers over 45 years old.

Table 5

ELEMENTARY TEACHERS' AGE BY TYPE OF SCHOOL

Age	White	Negro	Oriental	Mixed	White-Mixed	Mixed-Minority	Total
45 or less (percent)	52%	73%	64%	69%	66%	57%	62%
More than 45 (percent)	48	27	36	31	34	43	38
Total	100%	100%	100%	100%	100%	100%	100%
Total number	217	94	64	96	211	88	770*

Chi square = 18.6; $p < .005$

* Excludes 8 who did not report age.

When preference was related to age across all school levels and all school types, there was a strong tendency ($p < .001$) for more older teachers to prefer their present assignment than younger teachers (Table 7). The same tendency held significantly, though not quite as strongly ($p < .01$), when only teachers in elementary schools were considered. On the elementary level, however, no relationship appeared between preference and age across schools as categorized by racial composition. In other words, teachers who prefer to stay in white elementary schools were not different in age from those who prefer Negro elementary schools, or Oriental elementary schools, and so forth.

Table 6

RANK OF ELEMENTARY SCHOOL CATEGORIES BY PERCENT OF TEACHERS OVER 45 YEARS OF AGE

Rank	School	Percent
1st	White	48%
2nd	Mixed-minority	43
3rd	Oriental	36
4th	White-mixed	34
5th	Mixed	31
6th	Negro	27

Table 7

TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT
BY AGE OF TEACHER

Preference	35 or Less	36-45	46 or More	Total
Prefer (percent)	56%	60%	71%	63%
Not prefer (percent)	44	40	29	37
Total percent	100%	100%	100%	100%
Total number	374	573	571	1,518*

Chi square = 26.2; $p < .001$

* Excludes 13 who did not report age.

Sex

About two-thirds (64 percent) of all teachers in the survey were women. The percentage of women teachers varied considerably by school level; in elementary 89 percent were women, in junior high 38 percent, and in senior high 37 percent.

However, among types of schools, no significant differences appeared in the distribution of women versus men teachers. Men were just as likely as women to be found in white schools, Negro schools, Oriental schools, and so forth.

When preference for present assignment was compared with distribution of male and female teachers over all categories and levels of school, it was found that men teachers were less likely to prefer their present assignment than were women ($p < .001$). (See Table 8.) A majority (54 percent) of male teachers, however, did state a preference for their present school; but the comparable percent for women was considerably higher (68 percent).

When comparisons were made between preference and sex across school levels, no significant differences were found at the elementary and senior high level. However, the junior high school presented a different picture. A majority of men teachers (52 percent) did not prefer their present school assignment while over two-thirds of the women teachers did (68 percent). This difference is statistically significant at the .001 level (see Table 9).

Table 8

TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT
BY SEX OF TEACHER

Preference	Male	Female	Total
Prefer (percent)	54%	68%	63%
Not prefer (percent)	46	32	37
Total percent	100%	100%	100%
Total number	553	973	1,526*

Chi square = 26.3; $p < .001$

* Excludes 5 who did not report sex.

Table 9

JUNIOR HIGH SCHOOL TEACHERS' PREFERENCE
FOR PRESENT ASSIGNMENT BY SEX OF TEACHER

Preference	Male	Female	Total
Prefer (percent)	48%	68%	56%
Not prefer (percent)	52	32	44
Total percent	100%	100%	100%
Total number	290	180	470*

Chi square = 19.4; $p < .001$

* Excludes 2 who did not report sex.

Race

About 84 percent of all teachers in the survey were white, 5 percent were Negro, 4 percent were Oriental, 2 percent belonged to other minority groups,* and 5 percent did not state their race.

The distribution of minority race teachers who responded to the questionnaire across types of schools shows that 4 percent were in white schools, 23 percent in Negro schools, 22 percent in Oriental schools, 16 percent in mixed, 9 percent in white-mixed schools, and 23 percent in mixed-minority schools. When race of teacher was compared with type of school assignment on the elementary level only, it was found that the lowest representation of minority teachers was in the white schools (5 percent), whereas the highest representation was in the Negro, mixed-minority, and Oriental schools (23 percent, 23 percent, and 21 percent, respectively). These differences are statistically significant ($p < .001$; see Table 10). In no school do minority group teachers predominate; however, they do tend mostly to be assigned to Negro and minority schools.

Table 10

RACE OF ELEMENTARY TEACHERS BY TYPE OF SCHOOL

Teacher Race	White	Negro	Oriental	Mixed	White-Mixed	Mixed-Minority	Total
White (percent)	95%	77%	79%	83%	87%	77%	86%
Minority (percent)	5	23	21	17	13	23	14
Total percent	100%	100%	100%	100%	100%	100%	100%
Total number	204	90	62	94	203	82	735*

Chi square = 27.5; $p < .001$

* Excludes 43 who did not provide racial information.

* Persons of Spanish surnames were included in the "other minority" category. There were 12 of them and they constituted less than 1 percent of the total.

When preference for assignment was compared with race of teacher, a significant relationship emerged. More white teachers expressed a preference for their assignments than did minority teachers ($p < .005$; see Table 11). Elementary teachers accounted for this difference since no significant relationship between teacher race and present assignment was found at the junior and senior high levels. On the elementary level, however, 7 out of 10 white teachers preferred their present school, whereas minority teachers were split evenly (51 percent to 49 percent) on their preference or nonpreference of present assignment. This difference is statistically significant at the .001 level. (See Table 12.)

Table 11

TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT BY RACE OF TEACHER

Preference	White	Minority	Total
Prefer (percent)	64%	51%	62%
Not prefer (percent)	36	49	38
Total percent	100%	100%	100%
Total number	1,284	164	1,448*

Chi square = 10.3; $p < .005$

* Excludes 83 who did not report racial information.

Table 12

ELEMENTARY TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT BY RACE OF TEACHER

Preference	White	Minority	Total
Prefer (percent)	71%	51%	68%
Not prefer (percent)	29	49	32
Total percent	100%	100%	100%
Total number	629	106	735*

Chi square = 17.2; $p < .001$

* Excludes 43 who did not report racial information.

Salary

About 72 percent of the experienced teachers in the survey made $10,000 or more annually. When examined by levels, the figures showed 63 percent of elementary teachers, 76 percent of junior high teachers, and 88 percent of senior high teachers making $10,000 or more annually.

At the elementary level,* there were differences in the percentages of teachers who received more than $10,000 annually across school categories. The Oriental schools had the highest percentages of teachers who received more than $10,000 a year (73 percent), whereas in the mixed schools the figure was 51 percent. Table 13 shows the rank of elementary schools by the percent of teachers who receive $10,000 or more a year.

Table 13

TYPE OF ELEMENTARY SCHOOL RANKED BY PERCENT OF TEACHERS WHO RECEIVE $10,000 OR MORE A YEAR

Rank	Type of School	Percent
1st	Oriental	73%
2nd	White	72
3rd	Negro	63
4th	Mixed-minority	61
5th	White-mixed	58
6th	Mixed	51

When preference for teaching assignment was compared with salary level, a tendency emerged for more teachers at the upper salary range to prefer their assignment than did those who made less money. The tendency, though not pronounced, approached statistical significance ($.10 > p > .05$; see Table 14). This relationship could be anticipated from earlier data showing the relationship between teacher age and preference for assignment, since teacher age and salary are known to be associated.

The relationship between preference and salary was also investigated for the various school levels. At the junior high and senior high levels, no significant differences appeared.

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* Because of time constraints, no attempt was made to analyze data separately for the junior and senior high levels.

Table 14

PREFERENCE OF TEACHERS FOR PRESENT ASSIGNMENT
BY SALARY OF TEACHER

Preference	Less Than $10,000	$10,000 or More	Total
Prefer (percent)	59%	64%	63%
Not prefer (percent)	41	36	37
Total percent	100%	100%	100%
Total number	432	1,095	1,527

Chi square = 3.6; $.10 > p > .05$

* Excludes 4 who did not provide salary information.

A significant relationship did emerge on the elementary level, however. Elementary teachers who make $10,000 or more are more likely to prefer their present assignment than are their colleagues who make less than $10,000 ($p < .005$; see Table 15). This tendency on the elementary level did not hold up within school categories--that is, the fact that a teacher makes more money does not seem to affect his preference or lack of preference for his school whether the school is white, Negro, mixed, and so forth.*

* The exception to this generalization was found in the Oriental elementary schools, which showed a tendency ($.05 > p > .025$) for the higher paid teachers to prefer their assignment. Oriental schools already are the "preferred" schools and contain a larger percentage of teachers who make $10,000 or more than schools in other categories. These observations may well be related to other variables, such as length of experience; in any case, no policy conclusions seem obvious.

Table 15

ELEMENTARY TEACHERS' PREFERENCE FOR
PRESENT ASSIGNMENT BY SALARY OF TEACHER

Preference	Less Than $10,000	$10,000 or More	Total
Prefer (percent)	62%	73%	69%
Not prefer (percent)	38	27	31
Total percent	100%	100%	100%
Total number	284	492	776*

Chi square = 9.4; $p < .005$

* Excludes 2 who did not provide salary information.

Education and Experience

The modal level of education for all teachers in the survey at all levels was the attainment of a master's degree. Nearly 90 percent of experienced teachers had completed at least an M.A. No significant differences were found between type of school by racial composition and educational attainment of teachers.

On the elementary level,* preference for present assignment was compared with teachers' education. A smaller proportion of teachers who hold advanced degrees showed preferences for their present schools than did those teachers who held less than a master's. The percentages were: 91 percent of teachers with less than a master's degree preferred their school, 68 percent of those holding a master's degree preferred their school, and 65 percent of those holding a doctoral degree expressed preference for their school. This difference approaches statistical significance ($.10 > p > .05$; see Table 16). It must be borne in mind, however, that only 10 percent of the experienced teachers responding to the survey had less than a master's degree.

* The analysis was not repeated on the junior and senior high level because of time and budget constraints.

Table 16

ELEMENTARY TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT BY EDUCATIONAL ATTAINMENT OF TEACHERS*

Preference	Bachelor	Master	Doctor	Total
Prefer (percent)	91%	68%	65%	68%
Not prefer (percent)	9	32	35	32
Total percent	100%	100%	100%	100%
Total number	22	663	86	771†

Chi square = 5.5; $.10 > p > .05$

* The definitions of educational categories were:

  Bachelor referred to not less than an earned bachelor degree but less than an earned master's degree

  Master referred to not less than an earned master's degree but not an earned doctor's degree

  Doctor referred to at least an earned doctor's degree

† Excludes 7 who did not report educational attainment.

The median years of experience for the teachers in the survey as of Spring 1965 were 12.9 for elementary and junior high teachers and 14.0 for senior high teachers. There was a tendency for elementary teachers with the most experience to prefer their present assignment more than their less experienced colleagues ($p < .025$; see Table 17).

Table 17

ELEMENTARY TEACHERS' PREFERENCE FOR
PRESENT ASSIGNMENT BY YEARS OF EXPERIENCE
(Spring 1965)

Preference	0-4*	5-9	10-14	15-19	20 or More	Total
Prefer (percent)	54%	66%	65%	72%	76%	69%
Not prefer (percent)	46	34	35	28	24	31
Total percent	100%	100%	100%	100%	100%	100%
Total number	46	247	164	126	194	777†

Chi square = 11.4; $p < .025$

* Since the teachers surveyed were defined as experienced teachers who have been teaching for at least 5 out of the last 9 years, the responses in this category may appear as an anomaly. Ambiguities in the question, which asks for number of years of full-time teaching as of 1965, undoubtedly account for the discrepancy. All teachers were screened before inclusion in these analyses on the basis of question 8 (see Appendix A-5), which established their eligibility to be included in the survey.

† Excludes 1 who did not report years of experience.

Commitment to Teaching as a Profession

To gain some measure of a teacher's commitment to teaching as a profession, the question was asked: "Suppose you could go back in time and start college again; in view of your present knowledge, would you enter the teaching profession?" (See Appendix A-5, question 30.) About 82 percent of the teachers answered in the affirmative. When broken down by school levels the percentage becomes 88 percent of elementary teachers who would re-enter teaching, 76 percent of junior high teachers, and 75 percent of senior high teachers.

Commitment to teaching as defined in this study is closely linked to preference for present assignment. Sixty-six percent of those who would choose teaching again preferred their present assignment. However,

of those who would not re-enter teaching, only 49 percent preferred their present school. This is a statistically significant relationship ($p < .001$; see Table 18).

Table 18

TEACHERS' PREFERENCE FOR PRESENT ASSIGNMENT
BY COMMITMENT TO TEACHING

Preference	Yes	No or Undecided	Total
Prefer (percent)	66%	49%	63%
Not prefer (percent)	34	51	37
Total percent	100%	100%	100%
Total number	1,245	281	1,526*

Chi square = 28.1; $p < .001$

* Excludes 5 who did not report preference for re-entering teaching.

The relationship between preference and commitment to teaching held over all school levels, with the strongest relationship at the junior high level ($p < .005$ for junior high and $p < .025$ for both elementary and senior high), as shown in Tables 19, 20, and 21.

Teachers' commitment to the teaching profession did not vary over the different school categories. That is, teachers in white schools were just as likely to answer in the affirmative as were teachers in Negro schools, Oriental schools, and so forth.

When elementary schools were considered alone, a slight tendency, though not statistically significant, appeared for more teachers in white and Negro schools to favor re-entering teaching than in the other categories ($.25 > p > .10$; see Table 22). In no case, however, did fewer than 84 percent of the elementary teachers surveyed answer that they would re-enter the profession if given the opportunity.

Table 19

ELEMENTARY TEACHERS' PREFERENCE FOR
PRESENT ASSIGNMENT BY COMMITMENT TO TEACHING

Preference	Yes	No or Undecided	Total
Prefer (percent)	70%	58%	69%
Not prefer (percent)	30	42	31
Total percent	100%	100%	100%
Total number	680	96	776*

Chi square = 5.5; $p < .025$

* Excludes 2 who did not report preference for re-entering teaching.

Table 20

SENIOR HIGH TEACHERS' PREFERENCE FOR
PRESENT ASSIGNMENT BY COMMITMENT TO TEACHING

Preference	Yes	No or Undecided	Total
Prefer (percent)	63%	46%	59%
Not prefer (percent)	37	54	41
Total percent	100%	100%	100%
Total number	209	71	280*

Chi square = 5.7; $p < .025$

* Excludes 1 who did not report preference for re-entering teaching.

Table 21

JUNIOR HIGH TEACHERS' PREFERENCE FOR
PRESENT ASSIGNMENT BY COMMITMENT TO TEACHING

Preference	Yes	No or Undecided	Total
Prefer (percent)	59%	44%	55%
Not prefer (percent)	41	56	45
Total percent	100%	100%	100%
Total number	356	114	470*

Chi square = 9.3; $p < .005$

* Excludes 2 who did not report preference for re-entering teaching.

Table 22

ELEMENTARY TEACHERS' COMMITMENT TO TEACHING
BY TYPE OF SCHOOL

Commitment	White	Negro	Oriental	Mixed	White-Mixed	Mixed-Minority	Total
Yes (percent)	92%	90%	84%	85%	84%	87%	88%
No or undecided (percent)	8	10	16	15	16	13	12
Total percent	100%	100%	100%	100%	100%	100%	100%
Total number	220	93	64	96	215	88	776*

Chi square = 7.6; $.25 > p > .10$

* Excludes 2 who did not report preference for re-entering teaching.

Educational Practices

Neighborhood Schools

Questions 38 and 39 on the teacher questionnaire (see Appendix A-5) asked for opinions on two educational practices dealing with racial balance in the schools. Question 38 concerns the concept of the neighborhood school. Teachers who felt the neighborhood school should be maintained regardless of racial imbalance made up over half (51 percent) of the responses. Forty-six percent of the teachers would keep the neighborhood school but with modifications to help relieve racial imbalance (e.g., reducing grade span or "pairing" schools). Only 6 percent of teachers in the survey felt that the concept of the neighborhood school could safely be abandoned.

There were no differences among teachers at various levels of schools; that is, elementary teachers answered the question in much the same fashion as did junior high and senior high teachers.

Significant differences were noted, however, when teachers were compared on their answers across school categories on the basis of racial composition. Nearly two-thirds (66 percent) of teachers in Oriental schools would keep the neighborhood schools at all costs. No teachers in Oriental schools felt that the neighborhood school could be abandoned. On the other hand, only a third (32 percent) of teachers in Negro schools would keep the neighborhood school if it meant racial imbalance. And, 11 percent of the same teachers felt the neighborhood school is not necessary. These differences are significant at the .001 level (see Table 23). Schools were ranked by teachers' preference for keeping neighborhood schools regardless of racial imbalance. The results are in Table 24.

Table 23

TEACHERS' REGARD FOR NEIGHBORHOOD SCHOOLS
BY TYPE OF SCHOOL

Regard for Neighborhood School	White	Negro	Oriental	Mixed	White-Mixed	Mixed-Minority	Total
Keep it regardless of racial imbalance (percent)	55%	32%	66%	47%	51%	43%	51%
Keep it with modifications (percent)	40%	58	34	46	43	49	44
Abandon it (percent)	4	11	--	7	6	8	6
Total percent	100%	100%	100%	100%	100%	100%	100%
Total number	568	137	101	242	381	87	1,516*

Chi square = 45.5; $p < .001$

* Excludes 15 who did not indicate opinion toward the practice.

Table 24

RANK OF SCHOOLS BY PERCENT OF TEACHERS
WHO WOULD KEEP NEIGHBORHOOD SCHOOL

Rank	Type of School	Percent
1st	Oriental	66%
2nd	White	55
3rd	White-mixed	51
4th	Mixed	47
5th	Mixed-minority	43
6th	Negro	32

Busing

Question 39 asks for opinions on busing children to relieve racial imbalance. Only 17 percent of all teachers were in favor of busing children to improve racial balance; 3 percent would bus nonwhite children only; and 14 percent would bus both white and nonwhite children. One-half (50 percent) of the teachers would approve busing to relieve overcrowding, while over one-third (34 percent) would not want children bused out of their neighborhood.

Teachers varied in their views on busing across school levels. Elementary school teachers were less likely to favor busing to relieve racial imbalance (15 percent) than were senior high teachers (23 percent).* Also, senior high teachers were less likely to favor busing for relief of overcrowding (42 percent) than were elementary teachers (54 percent). Interestingly, slightly more senior high teachers (36 percent) opposed busing children out of their neighborhoods than did elementary teachers (31 percent). These differences are shown in Table 25; they are significant at the .005 level.

Table 25

TEACHERS' ATTITUDES TOWARD BUSING BY LEVEL OF SCHOOL

Attitudes	Elementary	Junior High	Senior High	Total
Do not bus out of neighborhood (percent)	31%	37%	36%	34%
Bus to relieve overcrowding only (percent)	54	46	42	50
Bus nonwhites (percent)	3	3	4	4
Bus both nonwhites and whites (percent)	11	14	19	14
Total percent	100%	100%	100%	100%
Total number	766	459	269	1,494*

Chi square = 18.8; $p < .005$

* Excludes 37 who did not report opinion toward practice.

* The percentages refer to both answers favoring busing, i.e., willingness to bus nonwhite children only, plus willingness to bus both nonwhite and white children.

When comparisons were made across schools categorized by racial composition it was found that 32 percent of teachers in Negro schools were in favor of busing to relieve racial balance (combining answers favoring busing nonwhites only and busing both whites and nonwhites), whereas only 8 percent of teachers in Oriental schools favored such practices. The relationship between attitudes toward busing and type of school was significant at the .001 level. (See Table 26.)

Schools were ranked as to the precent of teachers favoring busing to relieve racial balance. The results are presented in Table 27.

Table 26

TEACHERS' ATTITUDES TOWARD BUSING
BY TYPE OF SCHOOL

Attitude	White	Negro	Oriental	Mixed	White-Mixed	Mixed-Minority	Total
Do not bus out of neighborhood (percent)	38%	27%	37%	29%	33%	23%	34%
Bus to relieve overcrowding only (percent)	47	41	55	52	51	57	50
Bus to relieve racial imbalance (percent)*	14	32	8	18	15	20	17
Total percent	100%	100%	100%	100%	100%	100%	100%
Total number	556	135	100	239	377	87	1,494†

Chi square = 41.9; $p < .001$

* Combined answers favoring busing nonwhites only and busing both whites and nonwhites.

† Excludes 37 who did not report opinion toward practice.

Table 27

TYPE OF SCHOOL RANKED BY PERCENT OF TEACHERS WHO FAVOR BUSING TO RELIEVE RACIAL IMBALANCE

Rank	Type of School	Percent
1st	Negro	32%
2nd	Mixed-minority	20
3rd	Mixed	18
4th	White-mixed	15
5th	White	14
6th	Oriental	8

Summary

The results of the questionnaire demonstrate statistically relationships that are often cited by those experienced in education: Teachers tend to prefer teaching in Oriental and white schools and they tend to show less preference for teaching in Negro schools.

These facts were then compared with certain teacher characteristics. Tables 28, 29, and 30 present a summary profile of the teachers in the survey. The data from this survey support the following conclusions as to the relationships between teacher preference and teacher characteristics:

1. Oriental and white schools contained the highest proportions of teachers who prefer to remain in their present assignments; Negro schools contained the least. Among the three levels, junior high contained the smallest proportion of teachers who preferred to remain in their present assignments.

2. White schools had the highest proportion of teachers 45 years old and over; older teachers tended to prefer their assignments more often than younger teachers; age was not correlated with preference across schools categorized by racial composition.

3. Men were less likely to prefer their present assignment than were women.

4. The lowest representation of teachers of minority races was in the white schools; the highest was in the Negro and mixed-minority schools. More white elementary teachers expressed a preference for their assignments than did minority race elementary teachers.

5. Teachers with doctor's degrees were less likely to prefer their assignments than were those who had less than a doctor's degree; the more experience a teacher had, the more likely he was to prefer his assignment.

6. Salary was not found to be linked with preference across school categories.

7. Commitment to teaching was linked with preference for present assignment; commitment did not vary across school categories.

8. Teachers in Oriental schools were the most likely group to favor keeping neighborhood schools regardless of racial imbalance, whereas teachers in Negro schools are more likely to favor modifications of the neighborhood schools to improve racial balance.

9. Most teachers would support busing only to relieve overcrowding. Teachers in Negro schools were the most likely group to favor busing to relieve racial imbalance.

Further Need for Research

The constraints of time and budget did not allow the project staff to analyze in detail the relationships that are presented in this report. There is a need to discover what kinds of teachers share preferences for certain schools. Older experienced teachers, for example, were shown to be relatively more likely to prefer their present assignments than were younger ones. Similarly, minority race teachers tended to be less likely to prefer their assignments than were white teachers; and men showed less preference than women. It does not follow from this analysis that young male teachers from minority races are the most "discontent." However, cross-tabulations that link characteristics such as sex, age, and race with preference would have considerable implications in the planning of educational policy. Conclusions drawn from this survey are highly speculative. However, the relationships that have been discovered point the way to the kind of analysis that would prove fruitful for policy decisions.

Table 28

PROFILE OF EXPERIENCED ELEMENTARY TEACHERS BY TYPE OF SCHOOL
(Spring 1967)

Characteristic	White	Negro	Oriental	Mixed	White-Mixed	Mixed-Minority	All Experienced Teachers
Median age (years)	45.3	40.5	42.8	40.5	41.0	43.3	42.4
Female (percent)	90%	89%	90%	90%	86%	92%	89%
Minority race* (percent)	5%	23%	21%	17%	13%	23%	14%
Modal education (degree)	M.A.	M.A.	M.A.	M.A.	M.A.	M.A.	M.A.
Median experience (years)	15.1	11.3	13.3	11.0	12.2	13.0	12.9
Earning $10,000 or more (percent)	72%	63%	73%	51%	58%	61%	63%
Preference and commitment							
Prefer present assigment (percent)	79%	48%	81%	57%	72%	60%	69%
Who would re-enter teaching (percent)	92%	90%	84%	85%	84%	88%	88%

* Excludes 6 percent who did not answer question on race.

Table 29

PROFILE OF EXPERIENCED JUNIOR HIGH SCHOOL TEACHERS BY TYPE OF SCHOOL*
(Spring 1967)

	White	Negro	Oriental	Mixed	White-Mixed	All Experienced Teachers
Characteristic						
Median age (years)	42.4	38.4	43.7	42.1	47.0	42.7
Female (percent)	36%	41%	36%	38%	44%	38%
Minority race† (percent)	4%	23%	23%	12%	5%	8%
Modal education (degree)	M.A.	M.A.	M.A.	M.A.	M.A.	M.A.
Median experience (years)	12.8	8.7	14.4	11.8	17.5	12.9
Earning $10,000 or more (percent)	79%	64%	76%	68%	80%	76%
Preference and commitment						
Prefer present assignment (percent)	62%	23%	86%	58%	37%	56%
Who would re-enter teaching (percent)	74%	64%	73%	84%	72%	74%

* There were no junior high schools in the mixed-minority category.
† Excludes 4 percent who did not respond to the question on race.

Table 30

PROFILE OF EXPERIENCED SENIOR HIGH SCHOOL TEACHERS BY TYPE OF SCHOOL*
(Spring 1967)

	White	Mixed	White-Mixed	All Experienced Teachers
Characteristic				
Median age (years)	44.1	43.3	43.0	43.5
Female (percent)	36%	47%	31%	37%
Minority race† (percent)	4%	19%	2%	7%
Modal education (degree)	M.A.	M.A.	M.A.	M.A.
Median experience (years)	15.2	12.4	13.7	14.0
Earning $10,000 or more (percent)	96%	74%	89%	88%
Preference and commitment				
Prefer present assignment (percent)	53%	56%	69%	59%
Who would re-enter teaching (percent)	76%	74%	74%	75%

* There were no senior high schools in the Negro, Oriental, and mixed-minority categories.

† Excludes 6 percent who did not respond to the question on race.

ANALYSIS OF GROUP INTERVIEWS

The central educational issue that the interview data highlight is the need for the district to develop increasingly powerful programs to ensure that the quality of educational offerings continues to improve as the racial composition of each school improves to reflect the district-wide racial and ethnic distribution. The professional staff members who participated in the interviews demonstrated awareness and understanding of the social, economic, and cultural factors that affect academic achievement. They proposed a number of means of strengthening the educational offerings of the district.

The comments of the interview participants often were related to specific steps that have been taken in the district to adjust to changes in the ethnic composition of the school population. One measure the district took under its compensatory education program was the reduction of class size in schools located in disadvantaged areas. This change, plus the already heavy enrollments in most disadvantaged areas, required transferring students from about four sending schools to 11 receiving schools. The receiving schools chosen were those with available capacity and those in which racial balance would improve by receiving students from disadvantaged areas.

The student transfers have been in effect for more than a year, which has provided teachers in the receiving and sending schools with some relevant experience in adjusting to significant changes in racial composition. Some of those participating in interviews were teaching in the receiving and sending schools.

School Management

To ensure that classrooms are oriented toward meeting the needs of every student, teachers and principals recommended that special measures be taken to promote efficient management of racially balanced classrooms. These recommendations are under the following areas: academic ability and class size; curriculum development; compensatory education and specialized personnel; and school reorganization.

Academic Ability and Class Size

Elementary school teachers who have served in receiving schools report that children transported from disadvantaged areas to their schools have shown an increase in their range of academic ability and interests. These observations were made also by teachers in schools that have experienced changes in racial and ethnic composition as a result of population shifts. To maintain effective teaching, two solutions were suggested: a reduction in class size or a reduction in the range of academic capability and motivation in the classroom. The latter solution would probably result in homogeneous ability grouping.

Homogeneous versus heterogeneous ability grouping has long been a topic of interest in pedagogy. Teachers find greater teaching effectiveness through the use of homogeneous grouping for many subjects. On the other hand, heterogeneous socioeconomic grouping in the classroom appears to increase the variety of learning experiences and relationships and the challenge for disadvantaged students. The national survey by the U.S. Office of Education on "Equality of Educational Opportunity" suggests that achievement of nonwhite students is higher when they attend integrated classrooms than when any other educational condition is improved, whether it be facilities, curriculum, or class size.* Survey results also suggest that the achievement of academically oriented students does not suffer when they attend integrated classrooms.

Improved racial balance in San Francisco schools will result in most cases in a more heterogeneous span of student achievements. In some schools, classes will have more students who are academically oriented than before. In other schools, there will be a larger proportion of students who are less academically oriented; and some schools will remain virtually the same.

The basis for the educational rationale behind heterogeneous schools are the benefits to be gained from heterogeneous classrooms. In general, teachers and principals agreed that there are noticeable gains in achievement, behavior, and motivation in disadvantaged children when they are mixed with middle class children. Samples of the kinds of statements made on all three divisional levels follow, slightly paraphrased. There was some disagreement, mainly from senior high school teachers:

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* For a full discussion of this phenomenon, see Memorandum No. 4 in this series.

- Lower class children do take on achievement orientation and behavior patterns of middle class or higher socioeconomic group.

- IQ goes up in an environment where more academic competition exists.

- Be sure to mix up minority groups and not have segregated classrooms; doesn't hurt the less able children who are put with high achievers.

- Early heterogeneous grouping does not hinder the gifted.

- English language ability of Chinese and Spanish-speaking students improves when classes were mixed with white children.

Thus, homogeneous grouping for all students in all classes as a solution defeats the educational objectives of improved racial balance. The alternative solution to the problem of a wide range of ability and motivational levels is a reduction in the number of students assigned to each teacher. The most constructive recommendation of teachers and principals on the question of class size was that there be a flexible teacher-pupil ratio; low ability classes and heterogeneous ability groups require small classes to meet the special needs of each student. In the small compensatory classes, teachers have noticed marked improvement in disadvantaged children. On the other hand, in high ability classes and in classes that are homogeneously grouped, teachers think that the class size can be increased without resulting in significant loss to the individual student.

Some of the specific recommendations on the flexible teacher-pupil ratio were:

- Small classes are important for low ability groups; 12-15 students per class.

- Can have large classes with bright children; up to 45 students.

- Retarded classes should have no more than 20 students.

- Limit all classes to 30 students.

- Should have 15 instead of 30 students for reading classes.

On the senior high school level, it was recommended that the formula for determining the ratio of students to teachers be changed to recognize

that teachers actually teach six classes rather than five. Also on the senior high level, the point was made that:

- The driver training program had no failures. Here the ratio is 3:1. If driver training is this important, then reading is also.

Curriculum Development

It was generally agreed that the curriculum can be improved to meet the needs of students in San Francisco. "Patching up" of critical areas is not the recommended approach. Rather, teachers and principals recommended a total program with attention to special needs of minority groups, articulation from preschool through senior high school, and imaginative texts and materials for all students. Such a revision, they said, will determine whether disadvantaged children benefit from the school experience. One principal analyzed the problem as follows:

- We really aren't turning these children on. We need a massive restructuring of the instructional program: curriculum, materials, and teachers.

It was clear that, on every divisional level, teachers and principals believed the most important learning area is verbal skills--beginning with preschool education, and even earlier if possible. Reading deficiencies seem to be at the heart of school adjustment problems. As one said:

- If a student can't read he is disinterested in school and looks for other outlets, which usually manifest themselves in disruptive behavior.

It was also generally agreed that before learning can take place students must be motivated. To cope with motivational problems teachers and principals recommended strong ties between the home and the school. The community teacher was the method most often suggested for bringing the school and the parents together.

More individual attention is also needed. As one teacher put it:

- Let each child have some success each day.

Or, in the words of another teacher,

- We need to encourage children by personal or group pats on the back.

Preschool

It was recommended that a preschool program be instituted, that the Head Start Program be expanded, and that the age of entrance to school be lowered. Teachers cited examples of prereading programs through field trips that have greatly improved the ability of children to succeed academically.

Elementary

It was recommended that compensatory teachers and remedial classes to cope with reading problems be used at the youngest possible age, rather than waiting until children lag too far behind. It was suggested that remedial reading classes should be longer than 25 minutes and that special rooms be provided to accommodate compensatory classes. Teachers consider the present textbooks as out-of-date and not geared to modern society. This situation presents problems especially for disadvantaged children, who have difficulty relating to the middle class emphasis and culture of most textbooks. Teachers also thought that the Metropolitan Readiness Test was too strongly oriented to middle class values and should not be used with disadvantaged children.

More special classes were recommended for children with low IQs. Currently, children must be eight years old to enter and there are waiting lists for the available classes. A diagnostic clinic like the one at the University of California gives prescriptions for the schools to follow with problem children.

Junior High

The junior high school teachers and principals strongly recommended more intense concentration on compensatory education and interracial associations at the elementary level. By the time a child reaches junior high school, they said, it is too late to correct serious academic and motivational problems.

Teachers and principals found no serious curriculum problems on the junior high school level. There is a lack of materials for use with children with special learning problems and little attention to the most important area, reading. Teachers feel that, in some cases, they have tried to fill the curriculum gap but have not received support from the Board. They wanted either more freedom to develop curricular materials or to have imaginative materials supplied to them.

Considerable concern was expressed about the system of tracking students, especially the tendency of students to get "stuck" in one track and not be encouraged to move to a higher track. Some teachers felt that the basic purpose of the junior high as an exploratory school had been lost, which is especially evident in the elective subjects, known as the "dumping grounds." It seems that the low achievers are enrolled mostly in elective courses, which not only is bad for them, but means that the elective courses are filled and not available to other students who want to enroll.

It was recommended that objective measures be provided to evaluate students so they can move from one track to another. It was also recommended that the number of compensatory classes be increased, and that efforts be made to keep such classes desegregated.

Senior High School

Senior high school teachers and principals felt more strongly about curriculum than about any other educational measure. The following types of comments were made on the need for curriculum changes, slightly paraphrased:

- The curriculum should be re-evaluated to better accommodate different groups. For example, Orientals are not more brilliant, but they work harder. They have particular trouble with literature and writing. Negroes are often more imaginative and do better in fine arts.

- Break down traditional methods. We need better teaching materials, new approaches, and more funds. All this improves quality.

- Achievement on tests should not be the indication of quality education. Quality now is based on how many students go to college. This is wrong.

- All high schools should be comprehensive. Lowell (academic high school) drains off school leaders.

Specifically, senior high school teachers made recommendations about revisions in textbooks, changes in course offerings, and job training and placement. On textbooks, they said:

- Use library books in the classroom--our present classroom approach is 100 years old!

- The single textbook concept should be eliminated. Specifically, in English, a class library of 50 or more books should be created and provided to the teacher. There are texts in use which are archaic.

- Compensatory texts are good.

- Course material must keep up with changing student backgrounds; we need moving textbooks for moving students.

Some of their views on course offerings were:

- Negro history as well as U.S. history should be taught. A syllabus was provided for this several years ago, but there has been no follow-up.

- Correlate subject matter with things that are practical.

- Do not assume that everyone is college prep; improve and expand the pre-tech training.

- Pre-tech courses are useful and tangible for disadvantaged students. Math can stress shop problems, for example. This has been very successful because students see something tangible coming out of abstract theory. It cuts absenteeism.

- Schools should have more after school activities for minority groups. Activities are important to the school as well as to the classroom. The Board of Education should have a fund to subsidize activities.

Job training and placement were also subjects for comment:

- Students need to know that there are real job opportunities as a result of training in such areas as secretarial, retailing, and lithography. This will turn them on. It has happened!

- There should be a working relationship with business and industry for jobs and for learning programs that are extensions of the school system.

- Schools should try to develop jobs for students within the school to give them practical experience. Job Corps has done wonders in changing attitudes. A few coins jingling in their pockets make a big difference.

Compensatory Education and Specialized Personnel

Praise for the worth of compensatory classes and for the work of compensatory teachers came from all sides. There were some dissenters, however, who preferred allocating compensatory education funds to hire more regular classroom teachers so that all classes could be smaller and thus produce results similar to ESEA. Others noted a lack of articulation between activities in compensatory classes and a pupil's other classes.

The major thrust of the staff comments was the need for increasing the scope and accelerating the pace of compensatory education efforts. They seem to be saying:

- The number of compensatory classes in all schools should be increased. We need more compensatory teachers and we need to increase the number of schools to which compensatory teachers are assigned. There should be more community teachers allocated to schools throughout the district and they should be assigned on a full-time basis to each school. We need more guidance workers to help the pupils and to help the teachers. More social workers should be available to help the teachers and administrators. Resource teachers should be available in greater numbers and on a full-time basis in each school. There is a great need for bilingual teachers and staff to work with Oriental and Spanish-speaking children. The materials provided through the ESEA program have been very helpful, but we need more of these materials for disadvantaged pupils.

Several principals suggested that each school be permitted more flexibility in the use of compensatory personnel.

- The academic problems and language differences of all groups of disadvantaged children are not the same. We need to distinguish between the specific needs of each group and to construct programs that recognize these differences. The more mixed the groups are, the more variety of approaches we need to use.

Teachers and principals also expressed interest in attacking the causes of the problems of disadvantaged children.

- The real problem is in the child's home environment. It is as important to treat that condition as to treat the manifestations in the classroom and in the school. Somehow we must find a way to reach the parents more effectively; to establish a partnership with parents that will allow us to work together.

The staff did not know exactly how to reach parents of disadvantaged children, but they asked for the district's help and support in undertaking such an effort. They suggested that:

- Specialized skills such as those of community teachers and guidance counselors are needed to initiate the process of bringing the parents and the school together. We think that this is one of the main tasks of community teachers, guidance counselors, and, perhaps, of the social workers who have come to the schools under ESEA. We believe that such specialists, by training and by inclination, can and must help the schools and homes work together closely.

The staff recommended that the role and objectives of guidance counselors be scrutinized and revised. It was felt that guidance counselors have too much work that is unrelated to counseling and guidance and that their outlook is too college-oriented. The point of strengthening counseling was well-stated by one principal:

- We need to get across to parents and children (of minority groups) that someone cares; then the hostility melts and the learning starts.

It was recommended that:

- Guidance counselors need to be empathetic with all kinds of students.

- Some counselors should be selected for their ability to work with disadvantaged students.

- Counselors in senior highs should go out to feeder junior highs and PTAs to prepare for transitions.

- Counselors should contribute to overcoming the psychological complications of desegregation by strong guidance and counseling services in sending and receiving schools and communities.

In the area of administrative personnel, teachers and principals recommended that principals should have assistants and that more than one dean should be provided for large schools. One teacher summarized:

- One man simply cannot run a tight ship; it is more efficient to spread the responsibility.

Teachers and principals shared the opinion that there should be adequate support personnel and that there should be clerical staff in every school. Teachers and principals should not spend their limited time on paperwork that aides perform better and more inexpensively. A suggestion was made that parents could be employed as teacher aides.

School Reorganization

Teachers and administrators expressed interest in several proposals for school reorganization. On the elementary level, some advocated nongraded arrangements, particularly in the primary grades. All levels recommended that students be promoted on the basis of what they learned.

- If we would go nongraded, we would have more flexibility and, if necessary, a longer period of time, to bring minority group pupils along. We wouldn't have to worry so much about conventional standards and marks.

Others advocated increased departmentalization, along with team teaching, especially in the intermediate grades. It was felt that reorganization in this way would lead to better management, more efficient use of time, and would have spillover benefits such as improved behavior.

- More departmentalization and team teaching would enable us to apply our specialized talents and interests to the problems of heterogeneous classrooms.

Several teachers saw advantages in dividing elementary grades into upper and lower school units:

- If we concentrated only two or three grades in an elementary school, compensatory work would be easier, playground activities would work out better, and it would permit departmentalization at the upper elementary grades.

The discussions on school reorganization at the secondary level tended to focus on separate, specialized schools rather than on internal alternatives. Consensus on specific patterns of reorganization was conspicuous by its absence. Some staff members supported the notion of separate trade or vocational schools on the ground that preparation for employment is the primary need for most youngsters from disadvantaged backgrounds. Furthermore, they argued, these youngsters really do not want to take advantage of academic offerings; they just disturb the serious students who do. Other staff members argued the reverse:

- Separate schools, such as vocational schools, tend to intensify rather than relieve the problems of educating racial and ethnic minority groups.

Within the senior high school group, the continuation of Lowell High School constitutes a special bone of contention. Some hold that Lowell seriously complicates desirable developments in the other senior high schools by drawing off the most able leaders. In predominantly minority group schools, this is especially noticeable.

- If they did not go to Lowell, these leaders would contribute to improved standards of academic achievement and also of general behavior among the student body of "their own" high schools.

Other senior high school staff disagreed. They said that,

- The minority youngsters who go to Lowell get the best opportunity to improve their educational development.

Personnel Policies and Professional Staff

Teacher Preparation and Attitudes

The relevance of teacher preparation and attitudes to the achievement of effective work in racially balanced schools appears again and again in staff comments. Teachers and administrators alike reserve the most pointed and hostile remarks for colleges and universities whose programs "simply do not prepare young teachers for the reality of working in slum schools or with the educationally disadvantaged in any school." The major criticisms fall into two categories, as follows in their words, slightly paraphrased:

- First, the colleges tend to encourage their students to avoid taking positions in difficult schools or usually arrange for their students to do their practice teaching in the easier schools so that the beginning teacher is not really prepared for the pupils with whom he or she most often has to work. Second, the new teachers are not usually prepared to teach reading, especially those teachers who will work with intermediate grade level or secondary school pupils. They must be able to teach reading or they can't get anywhere.

At the same time, the majority of the professional staff agrees that there are limits to the realism that colleges and universities can introduce into their preparation programs and to the skills with which the preparing institutions can equip their graduates.

- The school district itself must develop stronger and more useful in-service programs.

There is almost complete consensus on this point, although there is great variability in the suggestions for specific improvements in existing in-service arrangements. The secondary school teachers, especially those from senior high schools, favor more "academic-type" courses with "academic" credit awarded by colleges and universities. Those from elementary schools tend to favor courses that are specifically designed to equip teacners with new techniques and methods for working with educationally disadvantaged pupils. The difference of opinion between elementary and secondary school teachers reflects a tendency toward "pupil-centered" approaches on the part of the former and toward "subject-centered" approaches on the part of the latter.

Across all groups there is, nevertheless, consensus that teachers do need extra and special preparation if they are to accomplish successful work with the educationally disadvantaged child. Within this consensus exists a wide range in views about the requirements that the school district should establish on staff participation in in-service programs. At one end is the opinion that:

- The district should make in-service work so useful to immediate problems that teachers would want to take as much in-service work as they could.

At the other extreme come statements that:

- The teachers who really need in-service work the most are seldom the ones who take it. The district should make in-service work required of all--whether they want to take the work or not.

The Human Relations Program of the district receives both high praise and sharp criticism. Illustrative of the praise is the following view:

- I can speak from direct experience when I tell you that my participation in the Human Relations courses made all the difference in the world in the way I look at minority children and in the way I teach.

At the other end of the testimony scale comes the observation that:

- Some of those Human Relations guest speakers were abrasive. They seemed to insult us without any good reason. They told us that we were really to blame for everything because we're biased and bigoted. What a way to conduct a Human Relations program! They won't get me back in there again.

Apparently, good human relations is as important a process in conducting the program as it is an intended consequence.

Preparation of the teacher is important. Equally important, says the staff, is the set of attitudes that the teacher takes with him into his work with the educationally disadvantaged. As one teacher put it,

- Let's face it. No matter how much training they have had, some teachers and administrators are too set in their ways ever to make a go of it with these children.

When the question of most desirable attitudes and characteristics is raised, the staff draws the following composite sketch of the ideal teacher to work with the educationally disadvantaged in racially mixed situations:

- He must have and be able to keep a sense of humor. He must be firm and so completely in charge at all times that there is just no doubt about it. He must be able to treat little things in perspective, but know when a thing is really little and when it might suddenly explode into a big thing. He can't be a phony about how he feels about minority children. They can spot a phony right away, then he's done. He has to be able to keep his cool, as they put it. He has to be able to "hang loose," to be able to move from the prearranged plan to take advantage of unanticipated possibilities. He has to be willing to spend lots of time planning, and extra time that goes with making alternative plans. Above all, he must accept and respect every student.

Recruiting and Hiring

The staff is realistic enough to observe that the district must institute an aggressive recruitment activity of canvassing colleges and universities that shape their preparation programs toward the crucial educational problems of big cities and of establishing screening devices to keep those with unsuited attitudes out of situations that only bring frustration to them and to their pupils. Some specific recommendations of teachers and principals with respect to recruiting and hiring professional staff were:

- Recruit as business and industry does to find the best people and increase the representation of minority groups.
- Look for applicants from schools that train teachers to work in integrated schools.
- Look for people who want to teach in integrated schools.
- Find "Peace Corps" types.
- Use psychological test for prospective teachers and administrators that will identify prejudice.
- Recruit more men teachers--will help to compensate for fatherless homes.
- Recruit more minority group teachers and administrators.
- Give school administrators control over hiring teachers. Should have many applicants to choose from.
- Attract more good people by making working conditions more desirable, i.e., reduce clerical work and supply aides.
- Institute objective system of choosing administrators. They tend to perpetruate their own deficiencies.

Personnel Policies

The teachers and principals had a number of suggestions for revisions in present personnel policies to make the educational offerings of the district more effective.

Policies for New Teachers. To help new teachers adjust to their duties, the personnel interviewed suggested that the district:

- Provide a period of adjustment without full load of classes.
- Institute a system for assigning new teachers to experienced "good" teachers, to talk over problems and solutions. A resource person for new teachers is needed.
- Allow visit to school before being assigned and give a choice of assignments. Do not assign to worst situations--will get discouraged and leave.
- Provide orientation by administrators and experienced teachers to explain characteristics of the school, what to expect, and how problems have been successfully handled in the past.
- Provide guidance from someone on principal's staff; that person should have free time for this guidance.

Policies for All Teachers.

- Institute program of informal discussions where teachers talk over plans and problems, and exchange materials and ideas with administrators and other teachers, and coordinate interschool and interdivisional programs.
- Provide better and more construction supervision--not only during the 2-year probationary period, but throughout a teacher's career. Senior colleagues and administrators could come into classroom and aid teacher by constructive criticism.
- Develop teacher-rotation system. Teachers need period of rejuvenation every four or five years.
- Provide preparation time for elementary teachers.
- Give teachers what they need to operate classroom, i.e., supplies.
- Give specialists' pay for teachers to act as supervisors and for teachers who work with children with special problems.

- Give teachers more recognition to strengthen morale.
- Get rid of teachers who don't have empathy with minority children.
- Evaluate teachers not only by school administrator but also by master teachers, counselors, parents, and children.
- Let teachers know they have the support of the administration.

Implementation Plans To Improve Racial Balance

Teachers and principals suggested that there be more coordination between the jobs of various staff members within a school and more communication between the staffs of all schools in the district. They suggested that a coordinated staff working with parents and the community was the long range solution to both a smooth transition to racially balanced schools and to solving the educational problems of disadvantaged children. Specifically, their recommendations included:

- Teachers should be encouraged to take on community responsibility and possibly serve as a community teacher for some period of time.
- Teachers should work closely with community teachers, compensatory teachers, guidance counselors, school social workers, and psychologists.
- Teachers should be involved in group discussions with administrators, special staff, and other teachers.
- We need good interstaff communication; for example, an open door to the principal.
- Parents of disadvantaged children should be encouraged by the school to participate in adult education programs.
- Involve parents as volunteers in a greatly enlarged program.

Mechanics of Transporting Students

The teachers and principals had constructive points to make on busing, which included:

- Sponsor orientation sessions with teachers, principals, parents, and children of both sending and receiving schools.
- Teachers and principals should be in contact with parents of children and their former teachers.
- Bused-in groups should be large enough to give children identity, but not too large to maintain order.
- Children should have supervision at all times on the buses. Both parents and teachers should be used and paid.
- Travel time should be used for constructive purposes, such as group singing or serving food.
- Receiving school should bend over backward to welcome bused-in children; should make special effort to involve them in school activities and school spirit.
- Give children bus tickets so that they can stay after school for athletics and other activities.
- Be sure the health needs of the bused-in children are met. Since they can't go home for lunch, many are unable to afford food. School should provide lunches.
- Need program to involve parents. Teachers should be given time to visit parents of bused-in children in their own neighborhoods. Community teachers are very important in developing home-school relationships.
- Bus teachers, too. Use teachers with experience in disadvantaged schools to ease transition.
- Prepare children in sending and receiving schools so that the bused-in children won't feel a stigma or that they aren't being assimilated.

Appendix A

SURVEY INSTRUMENT AND INSTRUCTIONS

Name of School

Appendix A-1

ESTIMATES OF RACIAL AND ETHNIC COMPOSITION
IN THE SAN FRANCISCO PUBLIC SCHOOLS
1960, 1962, 1964, 1965, and 1966

Year		Percent Negro	Percent Oriental	Percent Spanish Speaking	Percent All Others	Total
1966 (Racial Census)						100%
1965 (Racial Census)						100%
1964 (Unofficial Survey)						100%
1962 (Unofficial Survey)						100%
1966 (Unofficial estimate)	80%+					100%
	60-79%					
	40-59%					
	20-39%					
	0-19%					

Directions for 1960 estimates: Please estimate as precisely as possible within the categories noted the percent of each group in the school in 1960. For example, if you estimate that Negro students constituted between 0-19% and you think the percent was about 16, enter 16% on the line marked by 0-19%.

The 1960 estimates should total 100%.

Special notes explaining changes in composition of school (for example, note if school serves as receiving school for ESEA Title I program): _____

Appendix A-2

CATEGORIES OF SCHOOLS

I. Predominantly white (66 percent or more white 1960-66)

Elementary Division

Alamo	Lakeshore	P. A. Hearst
Commodore Sloat	Lawton	R. L. Stevenson
Douglas	Madison	Sutro
F. S. Key	Mark Twain	Twin Peaks
Grant	Miraloma	Ulloa
Guadalupe	Noriega	West Portal
Kate Kennedy	Parkside	Winfield Scott
Laguna Honda		

Junior High Division

A. P. Giannini	James Lick
Aptos	Luther Burbank
Herbert Hoover	Presidio
Horace Mann	

Senior High Division

Abraham Lincoln
Balboa

II. Predominantly Negro (66 percent or more Negro 1960-66)

Elementary Division

Anza	Hunters Point I	Ortega
Bayview	Hunters Point II	Raphael Weill
Bret Harte	Jedediah Smith	Sheridan
Emerson	John Muir	Sir Francis Drake
Golden Gate	John Swett	

Junior High Division

Benjamin Franklin
Pelton

Senior High Division

None

III. Predominantly Oriental (66 percent or more Oriental 1960-66)

Elementary Division

Commodore Stockton
Garfield
Jean Parker
Spring Valley
Washington Irving

Junior High Division

Francisco

Senior High Division

None

IV. Mixed (33-65 percent white 1960-66)

Elementary Division

Buena Vista	John McLaren	Sanchez
Daniel Webster	LeConte	San Miguel
El Dorado	Patrick Henry	Sherman
Grattan	Redding	

Junior High Division

Everett
Marina

Senior High Division

Galileo
Mission

V. Predominantly white to mixed (66 percent or more white 1960, 33-65 percent white 1960)

Elementary Division

Alvarado	E. R. Taylor	Junipero Serro
Argonne	Fairmount	Lafayette
Cabrillo	Frank McCoppin	Longfellow
Candlestick Cove	Geary	Monroe
Cleveland	George Peabody	Sunnyside
Columbus	Glen Park	Yerba Buena
Edison	Hillcrest	Visitacion Valley

Junior High Division

James Denman
Portola
Roosevelt

Senior High Division

George Washington
Lowell
Polytechnic

VI. Mixed to predominantly minority (33-65 percent white 1960, less than 33 percent white 1966)

Elementary Division

Andrew Jackson
Bryant
Dudley Stone
Farragut
Fremont
Hawthorne
I. M. Scott
McKinley
Marshall
Paul Revere
Starr King

Junior High Division

None

Senior High Division

None

Schools that did not fit into a category:

Elementary Division

Bessie Carmichael
Clarendon
Hancock
Lincoln
S. B. Cooper
Treasure Island

Senior High Division

Woodrow Wilson

Appendix A-3

Instructions to Teachers

This questionnaire is part of a study being conducted by Stanford Research Institute sponsored by the Board of Education.* In addition, we have worked closely with the staff of the SFUSD who has assisted in the preparation of the questionnaire and has approved its distribution.

Each questionnaire is in an envelope that has your name on it, since it is being administered to only a sample of teachers rather than to all teachers. You may tear off the label on the envelope to preserve your anonymity. There is a serial number on the questionnaire itself, but only Stanford Research Institute has the master list for this, and it will never be released to anyone. In other words, you may be assured that your anonymity will be preserved by the Institute.

We estimate that it will take you a half hour or less to complete the questionnaire. Most questions merely require an "X" in the blank to the left of the answer that is appropriate for you. If you are in doubt about an answer, mark that answer that comes closest to the way you feel. Please answer all questions.

Please do not discuss the questionnaire with anyone until everyone has completed it. Ignore the numbers beside the answer spaces. These are for IBM purposes only.

When you have completed your questionnaire, fold it, put it back in the envelope in which it came, seal it, and then place it in the larger envelope (as announced by the principal) that is pre-addressed and pre-stamped so that it will be mailed directly back to Stanford Research Institute.

Thank you for your assistance.

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* The overall study is concerned with racial balance at all educational levels in the SFUSD. This survey is part of an effort to incorporate the professional experience of the teaching staff of SFUSD into policy decisions on the educational implications of measures to improve racial balance.

Appendix A-4

Instructions to Principals

This survey is part of a study being conducted by Stanford Research Institute sponsored by the Board of Education. In addition, we have been working very closely with the staff of SFUSD and have received their assistance and approval.

Attached is a packet of questionnaires. Since we are surveying a sample of teachers rather than the entire staff, the enclosed lists of teachers do not include the entire teaching staff. The envelopes containing the questionnaires should be distributed only to those teachers whose names appear on the lists. Also enclosed are one or more large envelopes that are pre-addressed and pre-stamped so that all questionnaires will be mailed directly back to Stanford Research Institute. No more than ten questionnaires should be put in any one large envelope. The last teacher to complete the questionnaire should seal the large envelopes and put them in the mail. Administration of all questionnaires is to be accomplished at the regular teaching meeting February 14. If we have made any error and the teacher is not at your school, mark the questionnaire "Not at this school" and return it. If the teacher is absent that day, mark the questionnaire "Absent" and return it. Please distribute the typed instructions to the teachers. The instructions are self-explanatory, and the only verbal instructions you need to give are the following:

"As part of a study being conducted by Stanford Research Institute, a sample of teachers in each school is being requested to complete a short questionnaire. Although your names are on the outside note that these can be pulled off so your anonymity will be preserved. When you are finished, place your questionnaire in the envelope in which you received it, and then place it in the larger ones (show them to the teachers and show them where you put it). The last teacher to complete the questionnaire will seal the large envelope and mail it to Stanford Research Institute. Please read the instructions carefully and do not discuss them or the answers until everyone has completed the questionnaire."

Thank you for your assistance.

Appendix A-5

STANFORD RESEARCH INSTITUTE

Survey of Teacher Characteristics

Please place an X beside the answer that is correct for you for each question. Mark only one answer for each question. Please answer all questions.

1. What is your sex?
   7-1 ___Male
   -2 ___Female

2. How old were you on your last birthday?
   8-1 ___Under 26
   -2 ___26 to 30
   -3 ___31 to 35
   -4 ___36 to 40
   -5 ___41 to 45
   -6 ___46 to 50
   -7 ___51 to 55
   -8 ___56 to 60
   -9 ___61 to 65
   -0 ___66 or over

3. Where have you spent most of your life?
   9-1 ___In San Francisco
   -2 ___In the Bay Area, but outside San Francisco
   -3 ___In California, but outside the Bay Area
   -4 ___Elsewhere

4. Are you
   10-1 ___Negro
   -2 ___White
   -3 ___American Indian
   -4 ___Oriental
   -5 ___Other

5. Are you of Puerto Rican or Mexican American background?
   11-1 ___Puerto Rican
   -2 ___Mexican American
   -3 ___Neither of these

6. Where did you graduate from high school?
   12-1 ___A high school in San Francisco
   -2 ___A high school in the Bay Area, but outside San Francisco
   -3 ___A high school in California, but outside the Bay Area
   -4 ___A high school elsewhere

7. How many years of school did your father complete?

13-1 ___None or some grade school
-2 ___Finished grade school
-3 ___Some high school
-4 ___Finished high school
-5 ___Technical or business school after high school
-6 ___Some college, but less than 4 years
-7 ___Graduated from a regular 4-year college
-8 ___Attended graduate or professional school
-9 ___Don't know

8. Please indicate your school assignments, grade level(s) taught and subjects taught (secondary only) for the years indicated below:

	Name of School	Grade Level Assignment(s)	Subjects Taught (Secondary Only)
1966-67	15- 16-	30- 31-	45- 46-
1965-66	17- 18-	32- 33-	47- 48-
1964-65	19- 20-	34- 35-	49- 50-
1963-64	21- 22-	36- 37-	51- 52-
1962-63	23- 24-	38- 39-	53- 54-
1961-62	25- 26-	40- 41-	55- 56-
1960-61	27- 28-	42- 43-	57- 58-

9. As of June 1965, what was the total number of years of full-time teaching experience you have had? (Consider counseling as teaching experience.)

60-1 ___Less than 5
-2 ___5 to 9
-3 ___10 to 14
-4 ___15 to 19
-5 ___20 to 29
-6 ___30 or more

10. As of June 1965, what was the number of years of full-time teaching experience you have had in this school? (Consider counseling as teaching experience.)

61-1 ___None
-2 ___1 or 2
-3 ___3 or 4
-4 ___5 to 9
-5 ___10 to 14
-6 ___15 to 19
-7 ___20 to 29
-8 ___30 or more

11. In the last school (1965-66) year how many school days were you absent from work?

62-1 ___I was on leave
-2 ___None
-3 ___1 or 2
-4 ___3 to 6
-5 ___7 to 15
-6 ___16 or more

12. What is your employment status in this school system?

63-1 ___I am on a tenured appointment.
-2 ___I have a regular full-time appointment but not on tenure.

13. What type of state teaching certification do you have?

64-1 ___Noncertified
-2 ___Temporary, provisional, or emergency certification
-3 ___Regular certification but less than the highest certification in this state
-4 ___The highest certification offered in this state (normally life, permanent, or long-term)

14. How did you happen to be assigned to the school where you are now working rather than some other school in this district?

65-1 ___I asked to work in this school
-2 ___I was placed in this school

15. How long does it take you to travel from home to school?

66-1 ___Less than 10 minutes
-2 ___10 to 19 minutes
-3 ___20 to 39 minutes
-4 ___40 to 59 minutes
-5 ___60 minutes or more

16. What is the highest earned college degree you hold? Do not report honorary degrees.

67-1 ___No degree
-2 ___A degree or diploma based on less than 4 years work
-3 ___A Bachelor's degree
-4 ___A Master's degree
-5 ___Professional or Specialist diploma (sixth year)
-6 ___A Doctor's degree

17. How many credits or college work have you had beyond your highest degree?

68-1 ___None
-2 ___1 to 10 semester hours
-3 ___11 to 20 semester hours
-4 ___21 to 30 semester hours
-5 ___31 or more semester hours

18. Have you ever attended any summer institutes sponsored by the National Science Foundation or financed by the National Defense Education Act or by the 1965 Elementary-Secondary Education Act?

69-1 ___None
-2 ___1
-3 ___2 or 3
-4 ___4 or more

19. Have you ever attended summer institutes or comparable training programs that offer special training in teaching or counseling the culturally disadvantaged?

70-1 ___No
-2 ___Yes, 1
-3 ___Yes, 2 or more

20. Are you now teaching one or more formally designated compensatory education classes?

71-1 ___Yes
-2 ___No

21. Prior to 1966-67 did you teach one or more formally designated compensatory education classes?

72-1 ___Yes
-2 ___No

22. Which of the categories below best describes the institution where you took most of your undergraduate college courses? If you took equal course work in several institutions, answer in terms of the last institution attended.

73-1 ___I did not go to college
-2 ___Public--University, college, or technological institution
-3 ___Public--Normal school or teachers college
-4 ___Public--Other (junior college, etc.)
-5 ___Private--University, college, or technological institution
-6 ___Private--Normal school or teachers college
-7 ___Private--Other (junior college, etc.)

23. What is the location of that institution?

7-1 ___In San Francisco
-2 ___In the Bay Area, but outside San Francisco
-3 ___In California, but outside the Bay Area
-4 ___Elsewhere

24. When you attended that institution, how many of the students were white?

8-1 ___All
-2 ___90-99%
-3 ___75-89%
-4 ___50-74%
-5 ___25-49%
-6 ___10-24%
-7 ___1-9%
-8 ___None

25. Was there keen competition among most of the students for high grades?

9-1 ___Yes
-2 ___No

26. How would you rate the academic level of your college among all the nation's colleges and universities? (Give your best estimate.)

10-1 ___Top 10%
-2 ___11-20%
-3 ___21-30%
-4 ___31-40%
-5 ___41-50%
-6 ___51-60%
-7 ___61-70%
-8 ___71-80%
-9 ___81-90%
-0 ___91-100%

27. What will be your total annual salary from this school system this year? (Estimate supplements for extra services by using supplements from last year.)

11-1 ___Below $3,000
-2 ___$3,000 to $3,999
-3 ___$4,000 to $4,999
-4 ___$5,000 to $5,999
-5 ___$6,000 to $6,999
-6 ___$7,000 to $7,999
-7 ___$8,000 to $8,999
-8 ___$9,000 to $9,999
-9 ___$10,000 or more

28. Overall, how would you rate students in your school on how hard they try in school?

12-1 ___Excellent
-2 ___Good
-3 ___Average
-4 ___Fair
-5 ___Poor

29. Overall, how would you rate the academic ability level of the students in this school?

13-1 ___Excellent
-2 ___Good
-3 ___Average
-4 ___Fair
-5 ___Poor

30. Suppose you could go back in time and start college again; in view of your present knowledge, would you enter the teaching profession?

14-1 ___Definitely yes
-2 ___Probably yes
-3 ___Undecided
-4 ___Probably no
-5 ___Definitely no

31. If you could choose, would you be a faculty member in some other school rather than this one?

15-1 ___Yes
-2 ___Maybe
-3 ___No

32. If you could take your choice of school settings, which would you select from among the following?

16-1 ___All children of professional and white-collar workers
-2 ___Mostly children of professional and white-collar workers
-3 ___Children from a general cross section of the community
-4 ___Mostly children of factory and other blue-collar workers
-5 ___All children of factory and other blue-collar workers
-6 ___Children of rural families
-7 ___I have no preference

33. What kind of school do you prefer to work in, as far as ethnic composition is concerned?

17-1 ___A school with predominantly Anglo-Saxon students
-2 ___A school with a mixture of Anglo Saxons and minority ethnic groups
-3 ___A school with predominantly minority ethnic groups
-4 ___I have no preference

34. What kind of school do you prefer to work in, as far as racial compostion is concerned?

18-1 ___An all white school
-2 ___A mostly white school but with some nonwhite students
-3 ___A school that has about half white and half nonwhite students
-4 ___A mostly nonwhite school but with some white students
-5 ___A school with all nonwhite students
-6 ___I have no preference

35. What type of class do you most like to teach?

19-1 ___A high ability group
-2 ___An average ability group
-3 ___A low ability group
-4 ___A mixed ability group
-5 ___I have no preference

36. In your judgment, what is the general reputation of this school among teachers outside the school?

20-1 ___Among the best
-2 ___Better than average
-3 ___About average
-4 ___Below average
-5 ___A poor school
-6 ___Don't know

37. About what percentage of the students you teach this year are white?

21-1 ___None
-2 ___1 to 9%
-3 ___10 to 24%
-4 ___25 to 49%
-5 ___50 to 74%
-6 ___75 to 89%
-7 ___90 to 99%
-8 ___All

Below is a list of current school issues on which we want the judgments of teachers (Questions 38-43). Please answer each in terms of your judgment of the best educational practice.

38. Which of the following policies on neighborhood elementary schools represents the best educational practice, in your estimate?

22-1 ___Neighborhood elementary schools should be maintained regardless of any racial imbalance produced.

-2 ___Neighborhood elementary schools should be maintained, but where possible a device, such as reducing the grade span of schools, "pairing" schools, or another practice, should be used to promote racial balance.

-3 ___The idea of neighborhood elementary schools can be abandoned without significant loss.

39. Which of the following policies on bussing of elementary school children represents the best educational practice in your estimation?

23-1 ___Children should not be bussed to a school other than their neighborhood school.

-2 ___Children should be bussed to another school but only to relieve overcrowding.

-3 ___Nonwhite children should be bussed to another school in order to achieve racial balance.

-4 ___Both white and nonwhite children should be bussed into schools with a predominantly different racial composition, to achieve racial balance.

40. Do you believe there is a sound basis in educational policy for giving compensatory programs to culturally disadvantaged students at extra per pupil cost?

24-1 ___Yes

-2 ___No

-3 ___Undecided

41. What type of faculty do you believe is best for a school with an all nonwhite or predominantly nonwhite student body?

25-1 ___An all white faculty

-2 ___Predominantly white faculty

-3 ___About equal number of white and nonwhite faculty

-4 ___Predominantly nonwhite faculty

-5 ___All nonwhite faculty

-6 ___Doesn't matter

-7 ___Selected without regard to race

-8 ___Some degree of integration, but ratio doesn't matter

42. What type of faculty do you believe is best for a school with a racially heterogeneous student body?

26-1 ___An all white faculty
-2 ___Predominantly white faculty
-3 ___About equal number of white and nonwhite faculty
-4 ___Predominantly nonwhite faculty
-5 ___All nonwhite faculty
-6 ___Doesn't matter
-7 ___Selected without regard to race
-8 ___Some degree of integration, but ratio doesn't matter

43. What type of faculty do you believe is best for a school with an all white or predominantly white student body?

27-1 ___An all white faculty
-2 ___Predominantly white faculty
-3 ___About equal number of white and nonwhite faculty
-4 ___Predominantly nonwhite faculty
-5 ___All nonwhite faculty
-6 ___Doesn't matter
-7 ___Selected without regard to race
-8 ___Some degree of integration, but ratio doesn't matter

44. Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark Y (Yes) for those situations that constitute a problem in your school. Mark N (No) for those that do not constitute a problem in your school.

28-1 ___The home environment of the students is not good.
29-1 ___Pupils are not well fed and well clothed.
30-1 ___The different races or ethnic groups do not get along together.
31-1 ___Parents attempt to interfere with the school.
32-1 ___There is too much competition for grades.
33-1 ___There is too much emphasis on athletics.
34-1 ___There are too many absences among students.
35-1 ___The classes are too large for effective teaching.
36-1 ___There should be a better mixture; the students are all too much of one type.
37-1 ___Too much time has to be spent on discipline.
38-1 ___The students are not really interested in learning.
39-1 ___There is a lack of effective leadership from the school administration.
40-1 ___The parents put too much pressure on the students for good grades.
41-1 ___The teachers don't seem to be able to work well together.
42-1 ___Teachers have too little freedom in such matters as textbook selection, curriculum, and discipline.
43-1 ___There is too much student turnover.
44-1 ___The parents don't take enough interest in their childrens school work.
45-1 ___We have poor instructional equipment: supplies, books, laboratory equipment, etc.
46-1 ___There are too many interruptions during class periods.
47-1 ___There is too much teacher turnover.
48-1 ___There is too much turnover of administrators.
49-1 ___Most of the teachers have to commute too far.
50-1 ___The administration is poor.

45. Now please go back over the items that you marked Y (Yes) and circle those Y's which represent problems that may have prompted you to request a transfer or to consider a future transfer.

46. Please go back again over <u>all</u> of the items this time and place an (X) to the left of those problems which you feel can be solved.

47. Are you a member of any teachers' organization?

51-1 ___No
-2 ___Yes, an officer
-3 ___Yes, an active worker
-4 ___Yes, a member but not an active worker

48. From a realistic viewpoint, there may be some jobs from which Negroes have been excluded. Do you personally feel that a teacher or guidance counselor should encourage Negro students to aspire to such jobs?

52-1 ___Yes
-2 ___Yes, with a full discussion of the difficulties
-3 ___No
-4 ___No opinion

49. In general, what type of institution would be best for most Negroes who are going to college?

53-1 ___Most Negroes will be better off going to a Negro college
-2 ___Most Negroes will be better off going to a predominantly white college
-3 ___It makes little or no difference either way

50. Because of ability grouping of students in some schools, some teachers teach students at predominantly one ability level. Which of the categories below best fits your classes?

54-1 ___All high ability groups
-2 ___All low ability groups
-3 ___Combination of various ability groups
-4 ___Ability grouping is not used in this school

51. On the average, how many students do you have per class this year? If you teach only one class, answer for that one.

55-1 ___Less than 15
-2 ___15 to 19
-3 ___20 to 24
-4 ___25 to 29
-5 ___30 to 34
-6 ___35 to 39
-7 ___40 or more

Appendix B

STANFORD RESEARCH INSTITUTE SURVEY DATA
COMPARED WITH U.S. OFFICE OF EDUCATION DATA

Appendix B

STANFORD RESEARCH INSTITUTE SURVEY DATA COMPARED WITH U.S. OFFICE OF EDUCATION DATA

The U.S. Office of Education, in response to Section 402 of the Civil Rights Act of 1964, conducted a national survey "concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia."*

The national survey was directed to questions of the quality of educational offerings for different racial and ethnic groups. In the case of teachers, this emphasis meant describing the characteristics and attitudes of all teachers in schools of varying racial composition. The SRI study focused only on experienced teachers and attempted to determine the relationship between teacher preferences for their schools and other teacher characteristics. Nevertheless, recognizing the differences in the populations of teachers studied, some comparisons can be made between the characteristics of teachers in the Far West on the basis of USOE data and the characteristics of experienced teachers in San Francisco on the basis of SRI data.

The following reconciliation of the data points out important differences between the two studies:

USOE	SRI
For the Far West, data for Negro and white children are shown separately.	For San Francisco, the nearest counterpart was to take teachers of predominantly Negro and predominantly white schools separately.

* See Coleman, James S., op. cit.

USOE	SRI
The study was on the basis of all teachers.	The study was on the basis of teachers who had been in the San Francisco school system for at least 7 years.*
Elementary is on the basis of the 6th grade and secondary is on the basis of the 12th grade.	Elementary is on the basis of K through 6th grade and secondary is on the basis of 10th through 12th grade (high school).
The student is the tabulation unit.	The teacher is the tabulation unit.

USOE reports data on the Metropolitan West for Negroes and whites separately but not on the total West. The only totals available are for the nation as a whole. Thus, references to the Metropolitan West and the total United States are from the USOE study. All references to San Francisco are from the SRI study.

One apparent difference between the results of the two studies concerns where teachers were raised, where they graduated from high school, and where they attended college. A majority of San Francisco teachers in all categories had spent most of their lives in the Bay Area and graduated from a Bay Area high school and attended a Bay Area college. In the USOE report, much smaller proportions had spent most of their lives in their local area or had graduated from a local high school. However, in the Metropolitan West, about half of the teachers had attended an in-state college while this figure approached three-fourths for the nation as a whole (Table B-1). Part of these differences between USOE and SRI data may be due to the fact that the SRI study was on the basis of teachers who had been in the San Francisco district for seven or more years. There thus would have been a natural selection of long standing Bay Area residents.

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* Therefore, no comparisons on such related items as length of time in teaching, salary, and so forth were made. Similarly, averages were occasionally calculated in the USOE report, but the bases in the present study were too small to permit calculation of such averages.

Table B-1

EDUCATIONAL BACKGROUND
(Percent)

	USOE			SRI		
	Metro West		Total			
	White	Negro	U.S.	White	Negro	All
Percent of teachers who:						
Spent most of their lives in local area						
Elementary	24%	24%	43%	%	%	%
Secondary	25	22	35			
Graduated from local high school						
Elementary	19	20	34			
Secondary	16	16	29			
Attended in-state college						
Elementary	46	46	75			
Secondary	53	51	71			
All three combined in Bay Area						
Elementary				72	52	63
Secondary				54	*	54

* There were no Negro high schools on the senior high level.

Regarding race and origin of teachers, the SRI study results are similar to those for USOE. The great majority (approaching 9 out of 10) of all teachers in all schools in the country and in the Metropolitan West and in San Francisco are white. San Francisco, however, has a smaller percentage of Negro teachers in elementary schools compared with the percentage for the entire country. As in the USOE data, the Negro teachers tend to be concentrated in the predominantly Negro schools in San Francisco (Table B-2).

Table B-2

RACE AND ORIGIN
(Percent)

	USOE			SRI		
	Metro West		Total			
	White	Negro	U.S.	White	Negro	All
Elementary						
Teacher's race or origin	100%	100%	100%	100 %	100%	100%
Negro	2	22	12	1	16	7
White	95	69	86	87	73	81
Oriental	3	8	1	4	6	6
Other	0	2	0	0.5	0	1
No answer				8	4	6
Secondary					*	
Teacher's race or origin	100%	100%	100%	100 %		100%
Negro	2	14	10	1		1
White	94	82	89	90		87
Oriental	3	1	0	0		1
Other	2	3	1	3		3
No answer				7		6

* There were no Negro high schools.

As for attendance in a normal or teachers college, data from San Francisco and from the Metropolitan West are quite similar. Percentages varied from 30 percent to 37 percent. On a total basis, though, San Francisco had many fewer (30 percent) who had attended a normal or teachers college than had the country as a whole (48 percent).

Actual comparisons of the racial composition of colleges attended by teachers cannot be made since the USOE report shows only averages. The same is true of teachers' ratings of the academic level of their colleges, as shown in Table B-3. In both cases, however, the distributions appear to be quite similar in that the average calculated in every case fell into the median category of the Institute study.

Table B-3

TEACHER RATINGS OF COLLEGES
(Percent)

	USOE			SRI			
	Metro West		Total				
	White	Negro	U.S.	White	Negro	All	
Elementary teachers							
Attended a normal school or teachers college	36%	37%	48%	36%	31%	30%	
Average percent of white students in college attended	96	82	87	90	78-89	75-89	(Median category)
Teachers' rating of academic level of college attended (100 is high, 0 is low)	74	75	71	70-79	70-79	70-79	(Median category)
Secondary teachers					*		
Attended a normal school or teachers college	23	27	35	13		13	
Average percent of white students in college attended	95	90	90	90-100		90-100	(Median category)
Teachers' rating of academic level of college attended (100 is high, 0 is low)	73	78	73	80-89		80-89	(Median category)

* There were no Negro high schools.

Table B-4 shows that at the elementary level relatively few teachers had NSF, NDEA, or ESEA institutes--6 percent for the entire country and 3 percent in San Francisco. At the secondary level, a greater proportion of teachers had attended such institutes--15 percent for the total United States and 20 percent in San Francisco. Somewhat greater proportions of teachers had attended programs on teaching or counseling the culturally disadvantaged; San Francisco leads over all counterpart categories. At the elementary level, 14 percent of the teachers in the country and 25 percent of those in San Francisco had attended such programs. An even higher percentage was reported for Metropolitan West teachers of Negro students (30 percent) and for San Francisco teachers in predominantly Negro schools (48 percent). At the secondary level, the proportions are smaller than at the elementary level in every category (e.g., 9 percent for the total United States and 13 percent for San Francisco) but the same relationships occurred.

Table B-4

INSTITUTE ATTENDANCE
(Percent)

	USOE			SRI		
	Metro West		Total			
	White	Negro	U.S.	White	Negro	All
Elementary teachers						
NSF, NDEA, ESEA institutes attended	5%	6%	6%	3%	5%	3%
Attended training programs designed for teaching or counseling the culturally disadvantaged	13	30	14	18	48	24
Secondary teachers					*	
NSF, NDEA, ESEA institutes attended	17	16	15	15		20
Attended training programs designed for teaching or counseling the culturally disadvantaged	12	24	9	16		13

* There were no Negro high schools.

At the elementary level, slightly more San Francisco teachers would re-enter teaching if they were starting over than was true for Metropolitan West and total United States teachers. This again may be due to selection of teachers in San Francisco who had already had a minimum of seven years committed to the profession. In all categories in both studies at the elementary level, however, between 57 percent and 68 percent would re-enter teaching. At the secondary level, though, somewhat smaller proportions would re-enter teaching--43 percent for the total United States and the same for San Francisco (see Table B-5).

Table B-5

TEACHERS WHO WOULD RE-ENTER PROFESSION
(Percent)

	USOE			SRI		
	Metro West		Total			
	White	Negro	U.S.	White	Negro	All
Elementary teachers who would definitely re-enter teaching	59%	60%	57%	68%	68%	61%
Secondary teachers who would definitely re-enter teaching	47	50	43	40	*	43

* There are no Negro high schools at the secondary level.

In all categories (in both elementary and secondary levels and in both USOE and SRI), fewer teachers of Negro students prefer to teach children of professional and white-collar workers, Anglo-Saxon children, white children, and children having high academic ability than do teachers of white students (Table B-6). As for all San Francisco experienced elementary teachers, only 9 percent prefer Anglo-Saxons compared with 31 percent for the whole country. Secondary teachers in San Francisco were similar to those for the total United States on two items but on two other items were quite different. The latter two were preference for Anglo-Saxons, which was 12 percent in San Francisco compared with 28 percent for the entire country, and preference for children who are white (46 percent for San Francisco and 25 percent for the country as a whole).

Table B-6

TEACHING PREFERENCES
(Percent)

	USOE			SRI		
	Metro West		Total			
	White	Negro	U.S.	White	Negro	All
Elementary teachers who prefer to teach children						
Of professional and white-collar workers*	21%	8%	12%	26%	2%	12%
Who are Anglo-Saxons	31	8	31	21	2	10
Who are white*	19	4	30	57	12	37
Having high academic ability	34	19	24	29	15	23
Secondary teachers who prefer to teach children					†	
Of professional and white-collar workers*	22	10	16	17		16
Who are Anglo-Saxons	21	10	28	18		12
Who are white*	11	5	25	63		47
Having high academic ability	45	33	37	43		40

* It is assumed that in the USOE analysis the responses to the first two categories in the question were combined.

† There are no Negro high schools at the secondary level.

Larger proportions of San Francisco teachers believe in neighborhood schools than do those in the USOE report. However, at the elementary level in both the Metropolitan West and in San Francisco, a smaller proportion of teachers of Negro students believe in neighborhood schools than do teachers of white children. Data comparing white schools and Negro schools are not available at the secondary level in San Francisco.

Overall, fewer San Francisco teachers believe in busing to achieve desegregation than do Metropolitan West or all U.S. teachers. In both the Metropolitan West and San Francisco, however, more teachers of Negro

students viewed busing as a solution than did teachers of white students. In every instance a good majority of teachers believed in compensatory education. At the elementary level in the Metropolitan West, however, a larger percent of those teaching Negro students (74 percent) believed in compensatory education than did those teaching white students (61 percent). In San Francisco, the opposite was true (68 percent of those teaching in Negro elementary schools and 73 percent of those teaching in white elementary schools believe in compensatory education; see Table B-7).

Table B-7

BUSING AND COMPENSATORY EDUCATION
(Percent)

	USOE			SRI		
	Metro West		Total			
	White	Negro	U.S.	White	Negro	All
Elementary teachers who believe in						
Neighborhood schools*	86%	71%	84%	95%	86%	94%
Busing to achieve desegregation†	31	39	29	12	30	14
Compensatory education	61	74	57	73	68	70
Secondary teachers who believe in					‡	
Neighborhood schools*	76	67	80	93		90
Busing to achieve desegregation†	34	45	28	19		21
Compensatory education	69	72	60	66		67

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* It is assumed that in the USOE analysis the responses to the first two categories in the question were combined.

† It is assumed that in the USOE analysis the responses to the last two categories in the question were combined.

‡ There are no Negro high schools at the secondary level.